



School of Education

UNIVERSITY OF COLORADO **BOULDER**

TEACHER CANDIDATE APPLICATION MANUAL

For teacher candidates student teaching in Spring 2018

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Introduction

The student teaching experience is the capstone of our teacher education program, a time when our students truly discover and shape challenging new identities as beginning teachers. Student teaching involves extended teaching in a school within the school districts that partner with CU Boulder in the appropriate subject and level, as though you were a full-time teacher in that school for the semester. Student teaching is done at the grade level and teaching field in which you are to be licensed.

In partnership with the Office of Student Services (OSS), you will spend the next few months making arrangements for your student teaching semester. The placement process is collaborative, and combines guidance and sharing of professional expectations and parameters from us, well-informed preferences from you, and the expressed preferences of public school teachers and administrators who agree to mentor you in your professional semester.

Please read the following information carefully. It is designed to assist you during this process and will address many questions you may have. You are responsible for knowing and understanding the information in this document. It is extremely important that you meet all deadlines. Failing to do so may reduce or eliminate your chance of student teaching during the upcoming semester.

DO NOT make plane reservations or vacation plans until you have secured your student teaching placement. All student teachers must attend the mandatory kickoff meeting. If you travel over break, plan to return extra early to allow for potential travel delays. You will also want to be able to work with your mentor teacher to set up the classroom, attend teacher in-services or professional development opportunities, if appropriate.

Student Teaching Placement Timeline & Calendar

Summer 2017	Information sent to Spring 2018 student teachers
Summer 2017	Begin crafting your student teaching application Confirm your eligibility with the Director of Advising (Travis Anderson)
September 8 th , 2017	Student teaching documentation materials due by 5 pm to studentteach@colorado.edu
Early September 2017	Meet with your Director for your pre-placement interview
September-December 2017	Work with your Director to interview with partner mentor teacher and finalize your placement
December 20 th , 2017	Program course and licensure exam requirements must be completed

January 2 nd , 2018 (tentative)	Mandatory Spring 2018 Kickoff Meeting for all teacher candidates Please mark your calendars now! This meeting CANNOT be made up.
January 3 rd , 2018 (tentative)	Co-teaching pairs planning
January 2018	First day of student teaching contract (will vary according to school/district)
May 2018	End of student teaching contract (will vary according to school/district)

Field Experience Contact Information

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Ashley Cartun
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Teacher Candidate Checklist

Directions: You must complete all items below in order to student teach.

1. Ensure Your Eligibility to Student Teach

- Complete your official Eligibility Meeting with the Director of Advising to confirm your student teacher eligibility **no later than a calendar year prior to the semester you plan to student teach.**
- Pass your content licensure exam and oral proficiency interview (if applicable) **and send score report(s)** to the Director of Advising.
- Complete all content and education course requirements on your Program of Studies Checklist.

- ❑ Maintain a cumulative GPA of 2.75 or higher (for Undergraduate/Post-BA candidates,) with no grade below a “C” in education courses. MA+ candidates must maintain a cumulative GPA of 3.00 or higher, with no grade below a “C” in education courses.
- ❑ Maintain a content GPA of 2.75 or higher (for K-12 Music and Secondary Undergraduate/Post-BA candidates.) MA+ candidates must maintain a content GPA of 3.00 or higher.
- ❑ Satisfy both the Verbal and Mathematics Basic Skills requirements.

2. Submit Your Student Teaching Application

- ❑ Prepare your application (2 PDFs):
 - ❑ PDF 1: cover page, resume, narratives, and content area course history
 - ❑ PDF 2: Student Teaching Application Survey
- ❑ Submit your application (2 PDFs) to studentteach@colorado.edu by **the date listed on page 3.**

3. Begin the placement process

- ❑ Meet with the Director of Field Experiences for your pre-placement interview (NOTE: we **cannot** begin the process of placing you until we meet)
- ❑ Work closely with your Director to guide you through interviewing at your potential placement school and finalizing your placement

4. Finalizing Your Placement (once you submit your student teaching application)

- ❑ Schedule your pre-placement interview with your Director of Field Experiences (in early September for spring placements and early February for Fall placements).
- ❑ Put mandatory Student Teacher Kick-off Meeting/1st Seminar on your calendar (see page 3-4).
- ❑ Put co-teaching training on your calendar (see page 3-4).
- ❑ Plan your professional wardrobe for the student teaching semester
- ❑ Work closely with your Director of Field Experiences throughout the placement process (contacting your mentor teacher, interviewing at your potential school site and finalizing your contract once approved)
- ❑ Register for student teaching coursework:
 - Student teachers **in all fields except music** will register for:
 - EDUC 4513: “Education and Practice” (Seminar)
 - and one of the following:**
 - EDUC 4691- “Student Teaching: Elementary” (Elementary only)
 - EDUC 4712- “Student Teaching: Secondary” (English, Science, Social Studies, Math, Latin, Japanese)
 - EDUC 4722- “Student Teaching: Secondary 2” (French, German, Spanish)
 - and one of the following:**
 - FREN 4960 — “High School French Teaching” (French only; fall semester)
 - GRMN 4660 — “High School German Teaching” (German only)
 - SPAN 4660 — “High School Spanish Teaching” (Spanish only)

- Student teachers in **music** will register for:
 - EDUC 4732- “Student Teaching K-12”**and**
 - MUSC 4193 -“Student Teaching Seminar”

Eligibility

To be eligible to begin student teaching you must have:

- successfully completed ALL required academic and education courses prior to student teaching, including successful completion of the practicum experiences
- demonstrated appropriate professional attitudes and behaviors (dispositions) expected in school settings
- maintained an overall 2.75 GPA in your teaching field, and in education courses (3.00 for Master’s Plus students)
- completed the teaching field methods course
- confirmed a student teaching assignment
- completed the Basic Skills requirement
- passed either the PLACE or PRAXIS licensure exam

All students who plan to student teach will have their files reviewed and their eligibility approved by the Director of Advising.

- Students will confirm eligibility with the Director of Advising.
- Students will not be allowed to register for student teaching if they are unable to complete their requirements before student teaching deadline (see timeline on page 3).
- Student Teaching documents will not be sent to schools until Eligibility has been confirmed by the Director of Advising—no exceptions will be made.
- All requirements on the Student Teaching Eligibility Agreement must be completed on or before the deadline on the Student Teaching Eligibility Agreement. Student teachers who have not met the requirements must postpone their student teaching until the requirements have been met.

Student Teaching Placement Process

Partner School Districts

Most of our student teaching placements are in the following districts:

- Adams 12
- Boulder Valley School District
- Brighton 27J
- Cherry Creek
- Denver Public Schools
- Jeffco School District
- St. Vrain Valley Schools

We make placements in these districts because:

- we are familiar with their programs and teachers
- we have solid professional relationships with them
- they offer strong support(s) for our students during student teaching (for example, professional development or workshops for student teachers).

Filling Out A District Application

It is common for school districts such as Denver Public Schools, St. Vrain Valley School District, Aurora Public Schools, and Cherry Creek School District, to require an additional online district application. You will receive more information on how to apply to the districts from Rachel Perini.

Limited Availability Districts

Some schools in the following districts have limited availability for placement because of the lack of availability of a University Supervisor (for an explanation of this issue, see “What is a Supervisor-- Why Do I Need One?” on page 18 of this document). You may discuss these district options with your Director of Field Experiences during your pre-placement interview if you are interested in learning more about district availability.

- Aurora Public Schools
- Douglas County Schools
- Littleton Public Schools
- Mapleton Schools (Adams 1)
- Westminster Public Schools

Rural Initiative Placements

The Colorado Center for Rural Education and the Colorado Department of Higher Education seek to encourage talented teacher candidates to student teach in Colorado rural school districts and eventually become a teacher in a Colorado rural school district. The value of the stipend is \$2,800 for the semester of student teaching. Stipend recipients are expected to complete student teaching in a Colorado rural school district and then apply and work at a rural school district. If selected as a Rural Teaching Scholar, the recipient will receive half of the stipend at the start of student teaching (first \$1,400) and the remaining half (second \$1,400) when they successfully complete student teaching and expect to work in a Colorado rural school district.

Eligible Applicants Must Meet the Following Criteria:

1. Be enrolled in a teacher preparation program at one of the Colorado institutes of higher education.
2. Be already placed in a student teaching experience within a Colorado rural school district.
3. Be willing to commit to pursuing a career as a full-time teacher in a Colorado rural school district after graduation and securing a Colorado teaching license.
4. Have completed all requirements for their undergraduate degree except their student teaching experience.
5. Have earned a GPA (cumulative grade point average) of 2.75 out of 4.00 or above.

Definition of Colorado Rural School District: For the purpose of this stipend, any Colorado school district with a student enrollment of 6500 students or less is defined as a rural school district. Preference for student teaching placement will be given to those school districts that are also located 50 miles or more from major metropolitan areas and outside of the Front Range region of Colorado. For a list of eligible rural districts, please see Appendix C. If you are interested in learning more about the Rural Initiative and/or would like to apply to be considered for this state program, please contact Ashley Cartun (elementary) or Alison Boggs (secondary) and share your interest with them during your pre-placement interview (see below).

Apprenticeship Pathway Programs

Some Colorado districts allow CU Teacher Candidates who are bilingual in Spanish and English and those in hard to fill content areas like math and science to apply for jobs and potentially be hired during student teaching as part of an Apprenticeship Pathway to Licensure. Teacher Candidates must have the recommendation of CU Education faculty in order to be considered for hire. Candidates follow the typical hiring process to compete for jobs with experienced teachers and receive support from the district as well as the university as they proceed through the student teaching semester. Contracts offered are for a full year and at the regular pay rate for a first year teacher.

Pre-Placement Interview

The Directors of Field Experiences will hold a formal meeting with you once you have submitted your Student Teaching Application to begin the process of placing you with a partner mentor teacher. The Directors will use

your application, pre-placement interview and other survey information to develop an integrated, collaborative plan for matching you with a partner mentor teacher. Each plan is designed for each individual teacher candidate and varies from student to student.

Once the Directors locate a potential mentor teacher for you, they will contact you with their information and have you reach out to visit the school for an interview. If the partner school and mentor teacher feels that you would be a good fit for their classroom, we will inform you of their official invitation to student teach. We will then finalize your student teaching placement and draw up your student teaching contract. If the school does not invite you to student teach, we will begin with a new plan and seek another potential placement.

SECONDARY MATH AND SCIENCE STUDENTS ONLY: If you are a secondary math or science candidate, you should contact Jeff Writer (Jeffrey.writer@colorado.edu) who will provide placement assistance.

Placement Criteria & Mentor Teacher/School Characteristics

In order to place you at a specific school with a Mentor Teacher (MT):

1. The school must be accredited.
2. It must be within the Metro-Denver area.
3. The MT must have a Colorado professional teaching license.
4. The MT must have taught for a minimum of 3 years (some school districts require a minimum of three years within their district).
5. The MT must either be endorsed in the same teaching field the teacher candidate is pursuing or meet NCLB highly-qualified criteria for the same field the teacher candidate is pursuing (e.g., secondary mathematics teacher, elementary teacher).
6. If the teacher candidate is at the elementary level, the MT must be able to model and provide opportunities for the candidate to teach literacy, math, science, and social studies curriculum.
7. The MT must follow Colorado Academic Performance Standards.
8. The MT must have the support/approval to host a student teacher from the appropriate building administrator.
9. Schools must be using Colorado Model Content Standards or district/grade level standards which meet or exceed the CMCS.
10. In addition, if progressive or charter schools are chosen, the mentor teacher's classroom must mirror a public school classroom in use of curriculum.

Mentor Teacher Characteristics

Working with appropriate mentor teachers is essential, since they influence your experience, both during and after student teaching. For example, we know that teacher candidates become more like their mentor teachers as time goes by. Our goal is to place you with the best mentor teachers possible.

This does not necessarily mean that we aim to place you with a mentor teacher who reflects your own exact philosophy, teaching style, and personality. Our main goal is to locate a mentor that can facilitate your own

professional growth.

Effective mentor teachers

- demonstrate excellence as teachers,
- understand and implement the Colorado Model Content Standards and Performance-Based Standards for Colorado Teachers,
- have an ability to work well with other adults,
- possess good communication skills,
- demonstrate sensitivity to others' viewpoints,
- are willing to be collaborative, and
- are interested in mentoring teacher candidates.

Mentor Teacher Requirements

The School of Education requires that your mentor teacher must hold a Colorado professional license in the teaching field in which you will be student teaching. For example, if you request a teacher in language arts at a middle school, that teacher must hold a Colorado license as a language arts teacher. If you are working in a team, one of the teachers listed should hold a license in your area, and should be listed first on the confirmation contract returned by the school. To hold a professional license, your clinical teacher has at least three years of teaching experience.

Some districts (like St. Vrain) require that their mentor teachers no longer be under “probationary status” in the district. Therefore, they must be teaching in their districts for more than 3 years.

Key School Characteristics

Many students focus on school programs to determine their choices. Examples of appealing choices for students include schools with

- interdisciplinary or teaming approaches,
- alternative education programs,
- strong grade levels/departments, or
- diverse populations of students.

These are school attributes you can list on the survey and/or mention in your pre-placement interview with your Director. **NOTE:** Centaurus High School (BVSD) requires that a student teaching candidate have completed practicum work there in order to be considered. You will be denied placement if you choose Centaurus without prior experience there.

Placement Q & A

Q: May I student teach in a district not listed on pages 6-7?

A: No. We require you to select a student teaching site within the districts that partner with CU and where we have available supervision by University Supervisors.

Q: Are there any schools at which I may be restricted from doing my student teaching?

A: Yes, you will not be assigned to a mentor teacher who is a relative or friend, to a school in which you were a student recently, or to a school in which you have a relative as a student or faculty member. Many school districts share this policy. In addition, some schools will indicate to us that they will be unable to accommodate teacher candidates at all.

Q: May I student teach at a parochial school?

A: The following are criteria for teacher candidate placement in parochial schools:

1. In order to host a teacher candidate, the parochial school must be accredited.
2. Students will be placed in a parochial school for their student teaching experience only upon a request by the teacher candidate.
3. The student will be placed in a parochial school setting provided the placement is determined based on secular criteria and the criteria used for placing teacher candidates in public schools meet the criteria for all placements (see above).
4. All services provided to the parochial school by a teacher candidate must be secular in nature. A teacher candidate placed in a parochial school setting may not engage in or promote religious indoctrination, practice, or instruction while in the parochial school setting.
5. Supervision and evaluation of teacher candidates in a parochial school setting must be based on the same criteria as those teacher candidates placed in public schools.

Q: May I student teach at a private school?

A: No. Private schools are sometimes not accredited and do not necessarily follow the criteria in place for public schools.

Q: This is going to be a lot of work and time, and I can't hold another job. Do I receive a paycheck or stipend?

A: Most student teaching experiences are unpaid, however, some teacher candidates may be hired as part of the rural initiative or apprenticeship pathway programs (see Directors for more information). Regardless of the placement, plan ahead so that you have the support you need to spend a semester student teaching without holding a job or other responsibilities.

Q: I already have teaching experience—can that count toward my student teaching semester?

A: No, the student teaching semester cannot be waived or replaced by any previous teaching experience.

The Documentation Process

Preparing High Quality Student Teaching Documentation

Your first professional impression

To be considered for a tentative student teaching placement, every teacher candidate must submit electronic documentation. This provides information about the teacher candidate to various school community members (e.g. superintendents, principals, clinical teachers, and other personnel). This is a marketing tool for the teacher candidate.

Who reads my application?

A superintendent, personnel director, principal or teacher, who is deciding whether to accept the placement request will receive a first impression of the teacher candidate's potential by reviewing the documents. It is to the teacher candidate's advantage to present the materials professionally. It is critical that the documentation be well-written, grammatically correct and free of spelling and typing errors. Proofreading is essential. A mistake can damage the teacher candidate's placement opportunity. The teacher candidate should seek help from others in proofing the documents and the teacher candidate should allow ample time to complete everything. For detailed examples and directions for each portion of the application, please see "Breaking Down the Application" on page 13.

What do I need to submit to officially apply?

All student teaching documents must be submitted electronically in an email with one attachment. Please do not send your materials in separate emails or in multiple attachments. You should combine all of your materials into one PDF document and send it as an attachment to studentteach@colorado.edu.

Your documentation will not be considered complete without including the following:

1. In the subject line of your email, please type "Student Teaching Documentation Fall 2018– Last Name, First Name and placement detail (i.e. Elementary Ed, Secondary English, Music, etc)"
2. In the body of your email, elementary and secondary teacher candidates must list one of the following two choices:
 - I would like the Directors to match me with a partner mentor teacher
 - I will petition the Directors for a student-initiated placement (please see below for information on self-initiated placements).
3. If you and the Director have already confirmed a placement, please list that fact, including the district, school and mentor teacher's name in your email.
4. Combine the following (in order) as **one** PDF** attachment (file name "LastName_FirstName") to your email:

- a. **a cover page** (not a cover letter, see sample on Appendix A, page 20) simply listing your name, email address, teaching field/level, and the documents you have included, which will include:
 - b. **a resume**, which should include previous youth experience, special skills you bring to the classroom, and work history
 - c. **two short narratives** which address the following topics:
 - i. “Describe the factors which influenced your decision to pursue a career in teaching.”
 - ii. “What are your three goals for your student teaching experience? How will student teaching help you achieve these goals?”
 - d. **a content area course history with GPA** (not for elementary student teachers). See page 14 for detailed information and tips.
5. **Music Teacher Candidates:** Please list the elementary and secondary schools, district(s), mentor teachers, and contract dates that have been pre-confirmed by the music department. Please be sure to SPECIFY that you are a music student and to list “Placement 1—first 8 weeks” and “Placement 2—second 8 weeks”. For more information on the selection process, please contact the appropriate person in the Music Department.

Application Feedback

Your documents will not be corrected by the Office of Student Services. We will review resume drafts if submitted early and offer you suggestions as necessary. We will submit your final draft documents to schools EXACTLY as you submit them to us, regardless of typographical, formatting or grammatical errors. If you submit in Word format, or several separate attachments, you will be asked to resubmit. This is for your protection, as no changes can be made to PDF documents.

Student Teaching Application Survey

All elementary and secondary teacher candidates complete a Student Teaching Application Survey (collected separately from the official application).

Student-Initiated Placements

The following sources of information should help you through the request process, and to focus on good school choices:

Practicum experience

With whom have you already worked? Whom have you observed? If you are presently working in a school, whom else might you observe?

Other students

Peers in your program might have had a field experience with an outstanding partner mentor in previous student teaching semesters or practicum

Program Faculty & Content Area Advisors:

Your instructors and professors visiting from local schools have knowledge of schools and teachers in our partnership districts and regular faculty members who serve as your advisors often work with teachers in your discipline.

Make an appointment to consult with the Director of Field Experiences

Ashley Cartun, Elementary Director: [Email: ashley.cartun@colorado.edu](mailto:ashley.cartun@colorado.edu)

Alison Boggs, Secondary Director: [Email: lynne.boggs@colorado.edu](mailto:lynne.boggs@colorado.edu)

Common Reasons for Rejected Placements

- Teacher candidates not responding to schools in a timely fashion or not following up after meeting with school personnel
- Poor fit or unprofessional school interview
- Spelling errors: Principal (is spelled with a “pal”—the Principal is your “pal”)
- Poor quality responses
- Marginal grade point averages
- Late paperwork

Breaking Down the Application

Cover Page

- An example is at the end of the handbook is on page 20.
- The cover page will list your name, email address, teaching field/level, and will ask you to list the documents included in your submission. This will assure that you have included all of the required documents:
 - Your resume
 - Your two narratives
 - Your content area course history (required for Secondary and K-12 Music candidates only)

Resume

- An example is at the end of the handbook on page 21 (which districts and principals have told us they prefer).

Narratives

- You will write narratives on the following topics:
 - “Describe the factors which influenced your decision to pursue a career in teaching?” and
 - “What are your three goals for your student teaching experience? How will student teaching help you achieve those goals?”

- Length of narratives:
 - Generally speaking, two to four solidly-written paragraphs will answer either of these questions, but there is no minimum or maximum. You should be more concerned that you have answered the questions well, and that your answers are well-written. Your narratives and resume will be reviewed carefully by principals and teachers. Prospective administrators will be looking for well-written, carefully-proofread answers, not for a certain length. Several past requests have been turned down by teachers and administrators unwilling to consider teacher candidates who misspelled words or who submitted poorly-written narratives.
 - Please don't construct a list as your answer to either of these questions; we need you to demonstrate your writing skills by composing your narratives in complete, properly-constructed sentences.

Content Area Course History (secondary and K-12 Music candidates only)

- This document consists of a list of no more than 20 courses, showing course number, course title, date of completion, and number of credit hours. In addition, the course history must also contain your cumulative college grade point average. You will calculate this yourself based on the courses you choose to list.

CONTENT AREA COURSE HISTORY EXAMPLE

Course Number	Course Title	Date Completed	Grade Earned	Credit Hours
ENGL 3116	Nature Writing	Dec 2012	A	3
ENGL 3563	American Literature after 1860	Dec 2012	B+	3
ENGL 2010	Literary Theory	May 2011	A-	3
ENGL 4214	English Novel	May 2010	B	3
Content Area GPA (you should be able to calculate this on your own)				3.46

Does everyone have to complete the content area course history?

No, elementary students omit this. All secondary students and all K-12 music students must complete this document.

Which courses should be listed in this transcript?

You should list only those courses taken in your teaching field/content area—***not education courses***.

Where do I get my course information?

For CU coursework, this information is available through mycuinfo.colorado.edu. For non-CU coursework, you will need to refer to transcripts from your other schools.

I have more/less than 20 courses to list. What should I do?

If you do not have 20 courses to list, stop when you have given us all the information you have. If you have more than 20, select the 20 courses you wish to highlight.

Can I list courses in progress?

You can (and should) list courses in progress--just list your ending date as appropriate.

My content area is a world language (e.g., Secondary Spanish). I studied abroad, and some of the courses transferred back to CU were conducted in my content area language. May I still write these on my list of content area courses, despite the fact that they were not specifically language courses?

In the list of courses, you should note non-content area courses taught in another language so that a school administrator knows why you included them; e.g., "History of Madrid (taught in Spanish)."

My previous college didn't do credit hours. For completing any course, you received a standard one credit. Should I list the equivalent number of CU credits?

You can probably assume that most courses with labs are good for four or five credit hours and those courses without labs count for three or four. If you have questions, check with your department advisor or with the Director of Advising.

Other Things To Know About The Documentation Process

1. **You must give us your @COLORADO.EDU email address.** There are no exceptions to this rule! This is the official communication system for the university. You must check this account on a regular basis for University of Colorado messages, including messages from the School of Education. This email address will also be provided to the school that is receiving your documentation. Teachers and administrators often use email to schedule appointments and interviews. We will not enter other e-mail accounts into our system.
2. There are several important parts of your professional demeanor. Thank you notes are part of the package you present as a professional educator and are very important. Remember, you are in a long-term interview from determining a potential student teaching placement through your student teaching experience and on to the times when you interview for teaching positions.
3. You must thank anyone for meeting with you regarding your quest to locate a student teaching position. Candidates should send thank you notes to any principal, other school leaders and teachers with whom they have discussed a possible placement. This includes whether or not they have been accepted to student teach in the school or classroom.

4. Send thank you notes through the US mail. An email thank you is better than no thank you at all, but it is not as good as a handwritten snail-mailed message.

Sample Letter To A Teacher Who Meets With You

Dear _____,

Thank you very much for taking time to meet with me about student teaching. I enjoyed talking with you and observing your classroom (include this only if you did observe or state whatever else they did with you). I appreciate your willingness to talk to me about student teaching.

I wish you the best as the year continues with your students.

Sincerely,

Sample Letter To A Principal, School Leaders and Others

Dear _____,

I would like to take this opportunity to thank you for taking time to talk with me about student teaching and for giving me a tour of your building (or whatever they did if it was more than talking with you).

I was impressed with your school and appreciated the opportunity to learn more about your student population (or community, teachers, or whatever you learned from your visit with this person).

Again, thank you for your time.

After You Submit Your Documentation

Q: If I submit my student teaching documentation before the deadline, will it be sent right away, or do you send all of them at the same time after the deadline?

A: No, we send everything out at the same time. However, submitting your documentation early will help to make the process faster for everyone. If your documentation is ready, please send it to studentteach@colorado.edu.

Q: Do I need to keep a copy of my information?

A: Yes, you should keep an electronic copy of everything you submit. If for any reason we ask you to resubmit any part of your information, we will request it via email.

Q: How do I know my documentation is complete and on time?

A: Did you send us electronic copies of all of your materials? Did you send the documents by the due date? Rachel Perini will be in touch with you throughout the process.

Q: May I obtain copies of my documentation once I submit it to you?

A: No, please save an electronic copy for yourself.

Q: Do you verify that you received my documentation?

A: We will reply to your email when we receive your documentation.

Q: How long is all this going to take? When will my contract arrive so I can sign it and complete the process?

A: The amount of time the process takes varies from student to student and school to school. Schools don't always know their teacher allotment for the fall until April. So, many districts and schools are not ready to accept inquiries about student teaching until late March or April. Please be patient. We will let you know when we have contacted a principal or district (depending on their process). You will then set up an interview. We will also let you know when we have sent your contract and when it is received so that you can come in and sign and all documentation/contracts can be finalized.

Note: Do not make vacation plans or book airline tickets until you have signed your student teaching contract.

Do not contact a school or teacher on your own. Wait until directed to do so by the Office of Student Services or by a school. You will be contacted by our office as to when the principal and teachers wish to interview you. The best thing you can do is to try to stay relaxed about this. We know it's difficult to wait this process out, but please know that we're moving it along as fast as possible—for your sake and for our own.

Your Student Teaching Contract

Once the Confirmation Contract is returned to our office, we will notify you by email to come in and sign it.

Before signing your contract you must...

- **agree with all of the terms of your Confirmation Contract.** These terms include the start and end dates of your student teaching semester. We consider the Confirmation Contract a legal document, like any other contract. We **CAN** and **WILL** hold you to its terms—do not sign it in haste.

When you sign your contract, you agree to or verify ALL of the following:

- you will accept a student teaching position at the school, with the mentor teacher(s), through the dates listed on your contract;
- you did not recently attend the school in which you will student teach;
- no one in your family currently attends the school in which you will student teach.
- you were not a student of your mentor teacher;
- you have no relatives working at the school in which you will student teach;
- any outstanding requirements identified during student teaching checkout will be completed before the beginning of the student teaching semester (or you will not be allowed to student teach);
- you have put your contract and mandatory Kickoff dates on your personal calendar.

What is a University Supervisor and why do I need one?

University Supervisors are a very important part of your student teaching semester. You are part of a triad:

University Supervisor (US); Mentor Teacher (MT); Teacher Candidate (TC)

University Supervisors represent the School of Education in guiding your student teaching. The US meets with you and other seminar participants at the beginning of the semester to give you a “map” of your path for the semester. The US also meets early with you and your MT(s) to make sure all of you (MT, US, and you) are on the same page and working as a team to support your progress to become a teacher.

Seminars

Your US will have a group of teacher candidates at your same level or content area to supervise and will have you meet together 10 times during the semester in seminar. The seminars will always be held after school hours and **seminar attendance is mandatory**. This is the course titled EDUC 4513 for which you will receive a letter grade from the US, who will be the instructor. The US is also responsible for giving you a P/F grade for your actual student teaching. This is a course titled EDUC 4691 for elementary student teachers, EDUC 4712 for secondary student teachers, and MUSIC 4193 for student teachers in music.

Observations by the university supervisors (non-music)

Your university supervisor will make at least five observation visits to your school during the student teaching semester. Your supervisor is an advocate and liaison between the university, you, and your clinical teacher. In order to get 5 observations in during the semester, the supervisor should visit and consult with both you and the clinical teacher on your performance at least once every two to three weeks.

Visits by the US can be both scheduled in advance and unannounced. Supervisors will collaborate with you to schedule visits and will share their expectations for observation preparation and conferences as well as whether lesson plans should be shared in advance of a visit. For each of the five required formal visits, your supervisor will share observation notes and these notes will also be included in your official file.

Observations by the university (music)

Your supervisor(s) will make 2-3 observation visits during each of your two 8-week placements, the exact number being determined by your area of concentration. For details, please contact the appropriate person in the Music Department.

Sources that provide evidence for licensure

The following sources provide evidence that you have satisfied or reached proficiency on each standard:

- Observation Forms and Post-Observation Conferences and Notes
- Teacher Performance Assessment (edTPA) Completion
- Mid-Assignment Assessment & Growth Plan Conference with MT, US, and TC (Colorado Teacher Evaluation Rubrics Form)
- Final Evaluation Conference completing the Colorado Teacher Evaluation Rubrics Form.

- Final Evaluation Forms submitted by US and MT

The University Supervisor is responsible for making sure you have met the above criteria before the US recommends you for a teaching license in the State of Colorado.

Appendix A. Cover page exemplar

Michelle Baker
Secondary Math Teacher

studentteacheremailaddress@colorado.edu

Included in this application:

- Resume
- Application Narratives
- Content Area Course History (Secondary and Music Only)

Appendix B. Resume exemplar

Michelle Baker

1829 Denver West Dr., Golden, CO 80401
(303) 555-9977 - michellebaker@colorado.edu

Working towards Highly Qualified in Elementary Education

EDUCATION

Degree

Bachelors of Arts in Speech Language and Hearing Sciences

University of Colorado, Boulder

Cumulative GPA: 3.578

Graduation Date

Exam

Praxis Elementary Content Knowledge (5018)

Passed: Date

TEACHING EXPERIENCE

Education Practicum Sanchez Elementary, BVSD (Aug.-Dec.2014)

Experience in a full day of coursework has allowed me to witness the energy differences in students as the day progresses and has helped me to understand the importance of classroom management.

Education Practicum Riverdale Elementary, Adams 12 (Aug.-Dec. 2013)

Teaching 1st grade learners exposed me to educational techniques based on grade level and student maturity. Using technology as part of the educational process helped me gain knowledge and confidence using technology to engage students.

Education Practicum McElwain Elementary, Adams 12 (Jan.-May 2013)

I experienced the educational process from three mentor teachers which exposed me to multiple teaching practices. This has helped me build my own teaching/learning tools.

RELATED EXPERIENCES

Preschool Teacher, Highlands Learning Center (Sept. 2010- Feb. 2012)

Teaching a variety of age groups during the course of my employment allowed me to improve my flexibility to adjust curriculum and classroom management skills to fit the needs of my students.

**Headings should be crisp and clean!
Use readable fonts and consistent indentations.
Education must be the first information.**

**THIS IS A COMMON MISTAKE!
List in chronological order with more relevant experience towards top.**

Describe how each experience has made you a better teacher.

Other child related experience is valuable to mention.

Conservation Education Specialist, Denver Zoo

(June 2010-Sept.2010)

Developing and implementing Zoo Camp curriculum for elementary students helped strengthen my skills in accessing prior knowledge of a diverse group of learners and relating it to unfamiliar content.

REFERENCES

Sharon Spielberg, Kindergarten Teacher at Teller Elementary (DPS)

Relationship: I was in her class for practicum. She will speak to my passion for teaching.

Phone: (303) 675-0121

Email: Sspielberg@dps.org

**Four
references
with phone
number and
emails.**

Crystal McDonald, Associate Professor of Education at the University of Colorado

Relationship: I was a student in her classes. She will speak to my integrity and work ethic.

Phone: (303) 555-7232

Email: kccgm@colorado.edu

**Bonus points for adding a brief
sentence sharing relationship to
reference!**

Brent Eakers, childcare employer

Relationship: I was a nanny for his family and have known them 4 years. He will speak to my problem solving skills.

Phone: (303) 555-4974

Email: beakers@email.com

Amy Hill, Kindergarten teacher at Sunrise Primary

Relationship: I was in her class for practicum. She will speak to my professionalism and growth mindset.

Phone: (303) 555-5640

Email: ahill@email.com

IMPORTANT INFORMATION ABOUT EDUCATIONAL RESUMES

YOUR NAME AT THE TOP SHOULD BE THE LARGEST FONT ON YOUR RESUME

OBJECTIVE at the top is NO LONGER WANTED ON AN EDUCATIONAL RESUME.

An educational resume should not be more than 2 pages back-to-back and should be printed on nice resume paper.

An educational resume DOES NEED REFERENCES. List 4 with email and phone numbers.

NEVER state "References on request". Your resume will be immediately tossed.

Appendix C. Colorado Department of Education Rural and Small Rural Designation

A Colorado school district is determined to be rural giving consideration to the size of the district, the distance from the nearest large urban/urbanized area, and having a student enrollment of 6,500 students or less. Small rural districts are those districts meeting these same criteria and having a student population of less than 1,000 students.

Rank	District Code	District Name	K-12 Student Enrollment	Rural Designation
1	0960	AGATE 300	5	Small Rural
2	0270	CAMPO RE-6	32	Small Rural
3	0240	PRITCHETT RE-3	38	Small Rural
4	0260	VILAS RE-5	39	Small Rural
5	1810	KARVAL RE-23	41	Small Rural
6	1760	KIM REORGANIZED 88	48	Small Rural
7	1440	PLAINVIEW RE-2	58	Small Rural
8	3230	LIBERTY J-4	65	Small Rural
9	2820	SILVERTON 1	73	Small Rural
10	3148	PAWNEE RE-12	74	Small Rural
11	2010	CREEDE SCHOOL DISTRICT	81	Small Rural
12	1460	HI-PLAINS R-23	90	Small Rural
13	3040	ARICKAREE R-2	91	Small Rural
14	1380	HINSDALE COUNTY RE 1	96	Small Rural
15	3070	WOODLIN R-104	98	Small Rural
16	1490	BETHUNE R-5	104	Small Rural
17	1620	AGUILAR REORGANIZED 6	111	Small Rural
18	0510	KIT CARSON R-1	114	Small Rural
19	3060	LONE STAR 101	115	Small Rural
20	2865	REVERE SCHOOL DISTRICT	119	Small Rural
21	2790	MOUNTAIN VALLEY RE 1	122	Small Rural
22	2535	MANZANOLA 3J	127	Small Rural
23	0230	WALSH RE-1	134	Small Rural
24	1870	PLATEAU RE-5	143	Small Rural
25	1780	GENOA-HUGO C113	164	Small Rural
26	3146	BRIGGSDALE RE-10	167	Small Rural
27	1410	NORTH PARK R-1	170	Small Rural
28	0520	CHEYENNE COUNTY RE-5	170	Small Rural
29	1980	DE BEQUE 49JT	171	Small Rural
30	0170	DEER TRAIL 26J	172	Small Rural

Rank	District Code	District Name	K-12 Student Enrollment	Rural Designation
31	2580	OURAY R-1	173	Small Rural
32	1450	ARRIBA-FLAGLER C-20	173	Small Rural
33	1430	EADS RE-1	176	Small Rural
34	1850	FRENCHMAN RE-3	178	Small Rural
35	1590	PRIMERO REORGANIZED 2	183	Small Rural
36	1160	COTOPAXI RE-3	187	Small Rural
37	1480	STRATTON R-4	190	Small Rural
38	2800	MOFFAT 2	191	Small Rural
39	2650	GRANADA RE-1	197	Small Rural
40	0640	CENTENNIAL R-1	199	Small Rural
41	0950	ELBERT 200	200	Small Rural
42	2560	CHERAW 31	202	Small Rural
43	3147	PRAIRIE RE-11	203	Small Rural
44	3220	IDALIA RJ-3	206	Small Rural
45	2505	WELDON VALLEY RE-20(J)	208	Small Rural
46	0580	SOUTH CONEJOS RE-10	212	Small Rural
47	1400	LA VETA RE-2	214	Small Rural
48	1120	EDISON 54 JT	222	Small Rural
49	2840	NORWOOD R-2J	223	Small Rural
50	3050	OTIS R-3	226	Small Rural
51	0310	MC CLAVE RE-2	242	Small Rural
52	0890	DOLORES COUNTY RE NO.2	246	Small Rural
53	2680	WILEY RE-13 JT	247	Small Rural
54	1070	HANOVER 28	249	Small Rural
55	0930	KIOWA C-2	257	Small Rural
56	2190	WEST END RE-2	261	Small Rural
57	0740	SIERRA GRANDE R-30	263	Small Rural
58	1130	MIAMI/YODER 60 JT	275	Small Rural
59	0250	SPRINGFIELD RE-4	276	Small Rural
60	0940	BIG SANDY 100J	280	Small Rural
61	0110	SANGRE DE CRISTO RE-22J	281	Small Rural
62	2670	HOLLY RE-3	285	Small Rural
63	2630	HAXTUN RE-2J	290	Small Rural
64	2590	RIDGWAY R-2	304	Small Rural
65	1860	BUFFALO RE-4J	306	Small Rural
66	2780	SOUTH ROUTT RE 3	327	Small Rural
67	3010	CRIPPLE CREEK-VICTOR	344	Small Rural

Rank	District Code	District Name	K-12 Student Enrollment	Rural Designation
		RE-1		
68	0860	CUSTER COUNTY SCHOOL DISTRICT C-1	347	Small Rural
69	1600	HOEHNE REORGANIZED 3	354	Small Rural
70	3030	AKRON R-1	362	Small Rural
71	2570	SWINK 33	366	Small Rural
72	0560	SANFORD 6J	369	Small Rural
73	2750	SARGENT RE-33J	376	Small Rural
74	2760	HAYDEN RE-1	380	Small Rural
75	2540	FOWLER R-4J	396	Small Rural
76	1330	GILPIN COUNTY RE-1	402	Small Rural
77	1340	WEST GRAND 1-JT	423	Small Rural
78	1990	PLATEAU VALLEY 50	424	Small Rural
79	0970	CALHAN RJ-1	424	Small Rural
80	0770	CROWLEY COUNTY RE-1-J	437	Small Rural
81	2730	DEL NORTE C-7	440	Small Rural
82	2070	MANCOS RE-6	458	Small Rural
83	1750	BRANSON REORGANIZED 82	470	Small Rural
84	1790	LIMON RE-4J	479	Small Rural
85	2720	RANGELY RE-4	496	Small Rural
86	1390	HUERFANO RE-1	526	Small Rural
87	2515	WIGGINS RE-50(J)	530	Small Rural
88	2620	HOLYOKE RE-1J	581	Small Rural
89	2862	JULESBURG RE-1	589	Small Rural
90	2810	CENTER 26 JT	596	Small Rural
91	2610	PARK COUNTY RE-2	607	Small Rural
92	3210	WRAY RD-2	628	Small Rural
93	1060	PEYTON 23 JT	632	Small Rural
94	2055	DOLORES RE-4A	669	Small Rural
95	2710	MEEKER RE1	694	Small Rural
96	1500	BURLINGTON RE-6J	716	Small Rural
97	3200	YUMA 1	759	Small Rural
98	0540	CLEAR CREEK RE-1	785	Small Rural
99	2530	ROCKY FORD R-2	805	Small Rural
100	3145	AULT-HIGHLAND RE-9	853	Small Rural
101	1540	IGNACIO 11 JT	869	Small Rural
102	2830	TELLURIDE R-1	900	Small Rural

Rank	District Code	District Name	K-12 Student Enrollment	Rural Designation
103	2600	PLATTE CANYON 1	907	Small Rural
104	0490	BUENA VISTA R-31	910	Small Rural
105	1510	LAKE COUNTY R-1	931	Small Rural
106	0060	STRASBURG 31J	937	Small Rural
107	1050	ELLCOTT 22	957	Small Rural
108	0550	NORTH CONEJOS RE-1J	963	Small Rural
109	0050	BENNETT 29J	1,029	Rural
110	1580	TRINIDAD 1	1,040	Rural
111	1220	GARFIELD 16	1,092	Rural
112	3130	PLATTE VALLEY RE-7	1,108	Rural
113	1570	ESTES PARK R-3	1,114	Rural
114	2740	MONTE VISTA C-8	1,116	Rural
115	0290	LAS ANIMAS RE-1	1,147	Rural
116	0500	SALIDA R-32	1,168	Rural
117	1350	EAST GRAND 2	1,188	Rural
118	1150	FREMONT RE-2	1,318	Rural
119	1530	BAYFIELD 10 JT-R	1,340	Rural
120	2520	EAST OTERO R-1	1,355	Rural
121	2660	LAMAR RE-2	1,446	Rural
122	2395	BRUSH RE-2(J)	1,472	Rural
123	0220	ARCHULETA COUNTY 50 JT	1,568	Rural
124	2640	ASPEN 1	1,670	Rural
125	3085	EATON RE-2	1,878	Rural
126	3080	WELD COUNTY RE-1	1,879	Rural
127	1360	GUNNISON WATERSHED RE1J	1,975	Rural
128	2020	MOFFAT COUNTY RE:NO 1	2,064	Rural
129	1828	VALLEY RE-1	2,104	Rural
130	3140	WELD COUNTY S/D RE-8	2,209	Rural
131	3090	WELD COUNTY SCHOOL DISTRICT RE-3J	2,233	Rural
132	0100	ALAMOSA RE-11J	2,339	Rural
133	3020	WOODLAND PARK RE-2	2,372	Rural
134	0920	ELIZABETH C-1	2,399	Rural
135	2770	STEAMBOAT SPRINGS RE-2	2,526	Rural
136	2035	MONTEZUMA-CORTEZ RE-1	2,727	Rural
137	0190	BYERS 32J	2,980	Rural

Rank	District Code	District Name	K-12 Student Enrollment	Rural Designation
138	2405	FORT MORGAN RE-3	3,022	Rural
139	3000	SUMMIT RE-1	3,398	Rural
140	1140	CANON CITY RE-1	3,626	Rural
141	3110	JOHNSTOWN-MILLIKEN RE-5J	3,697	Rural
142	0870	DELTA COUNTY 50(J)	4,713	Rural
143	1195	GARFIELD RE-2	4,734	Rural
144	1520	DURANGO 9-R	4,895	Rural
145	1180	ROARING FORK RE-1	5,410	Rural
146	3100	WINDSOR RE-4	5,881	Rural
147	2180	MONTROSE COUNTY RE-1J	5,966	Rural
		Small Rural Total	36,475	Small Rural
		Rural Total	95,198	Rural
		Total	131,673	